



Friday 24th January 2024

Headteachers report of the week

Year 7 have been learning the importance of Health and Safety this week in their science lessons. They had the opportunity to put their learning into practice with an experiment looking at methane bubbles. This experiment demonstrated the properties of methane gas and its flammability. By creating and observing methane bubbles, learners learnt about gas behaviour, density and combustion in a fun and interactive way, always prioritising safety and following guidelines.

We have welcomed fish into our Woodlands family. Learners have been setting up the fish tank, this was a rewarding experience that taught learners about responsibility, biology, and ecology. By researching fish species, gathering the right equipment and maintaining the tank they have created a thriving aquatic environment.

Art is a journey of self-expression, creativity and continuous learning. While it's important to learn from others, it's equally important to develop their own artistic voice. That is not being afraid to express their individuality and create art that reflects their personal experiences and perspectives.

Football has the power to unite learners across year groups, fostering a sense of community, teamwork and joy. By promoting inclusive participation, encouraging physical activity and creating lasting memories, football can play a significant role in enhancing the school experience for all learners. So, lace up your boots, get out on the field, and enjoy the beautiful game together!

Best Wishes

Jules



Year 7 have been learning all about Health and Safety in Science.



Exploring Methane Bubbles





Methene is a fascinating gas that is both colourless and odourless.





Learners explored the properties of methane by creating methane bubbles and observing their behaviour.





Last week, Millie was in the process of working on her painting. I'm can reveal the piece is finished!

Well done, Millie!

It looks amazing!!

Finished Masterpiece

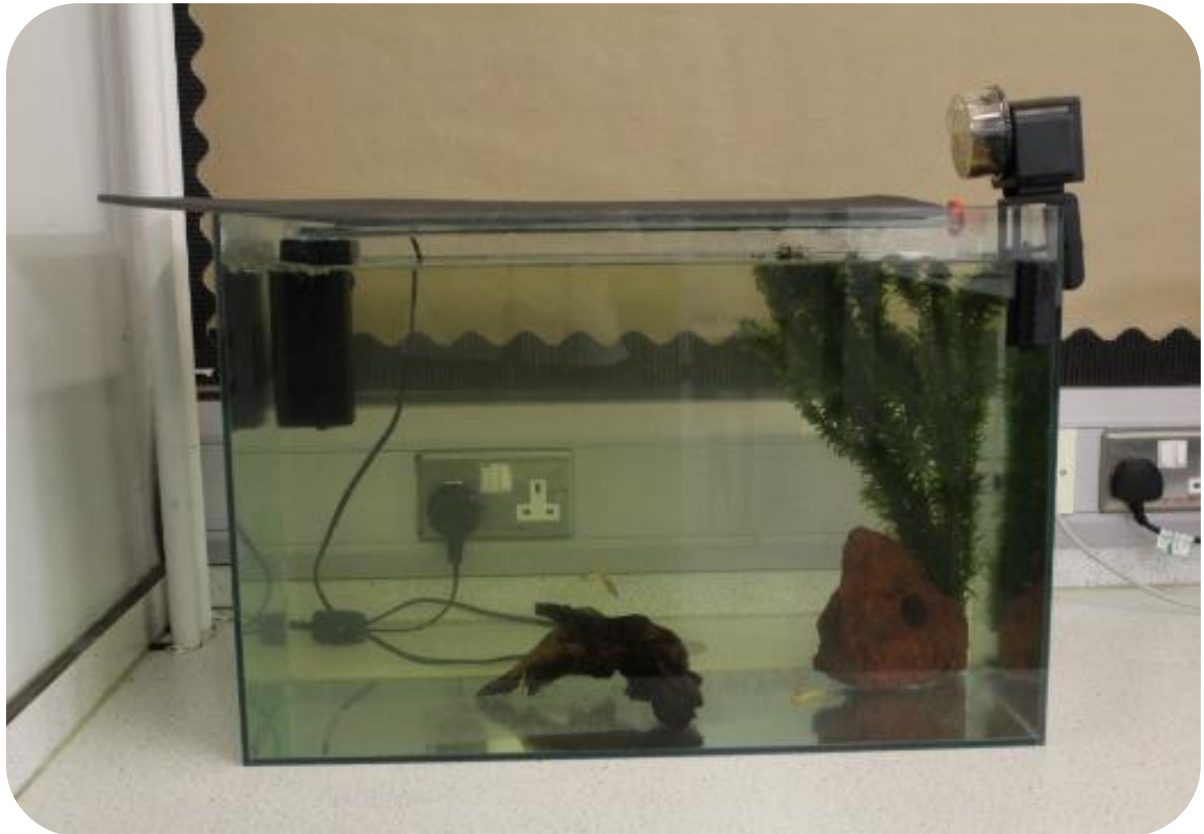




Shore group made pizza's and flapjack today. They topped them with pepperoni, salami, chicken and ham. Riley made his own bread dough for the base.

- Debbie J

Meet the new members of the Woodlands Family



Learners have been busy researching the right fish, tank size, filter, decorations and water conditions.



Learners have set up the tank, filling it with water, adding decorations and setting up the filter. Before the fish were ready to join Woodlands, they were climatised to the water ready for their new home.

Our new
Primary
learners have
been enjoying
making
flapjack.



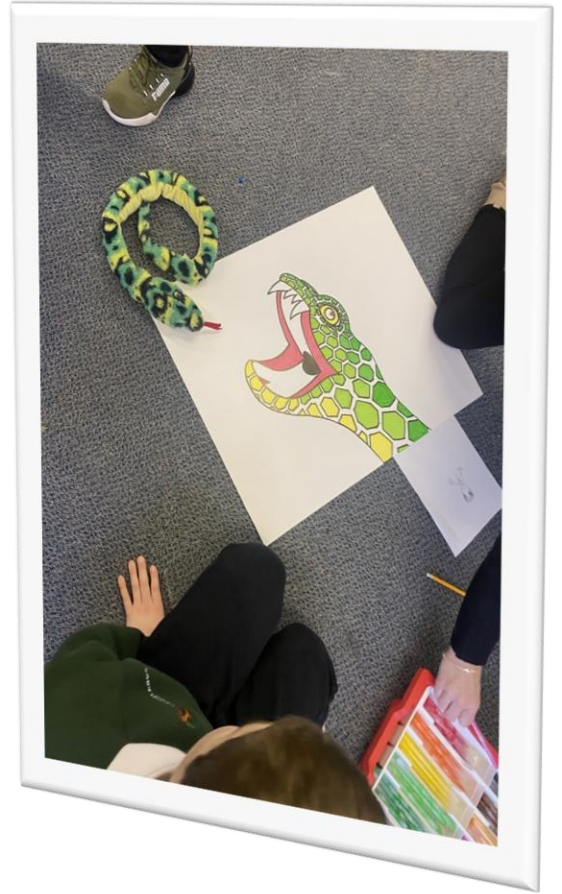
Welcome to
Woodlands
Corey, Michael
and Bobby, it's
lovely to have
you all with us.





Jodie has developed her presentation skills from last week, making this fudge cake to take home for her parents.

- Debbie J

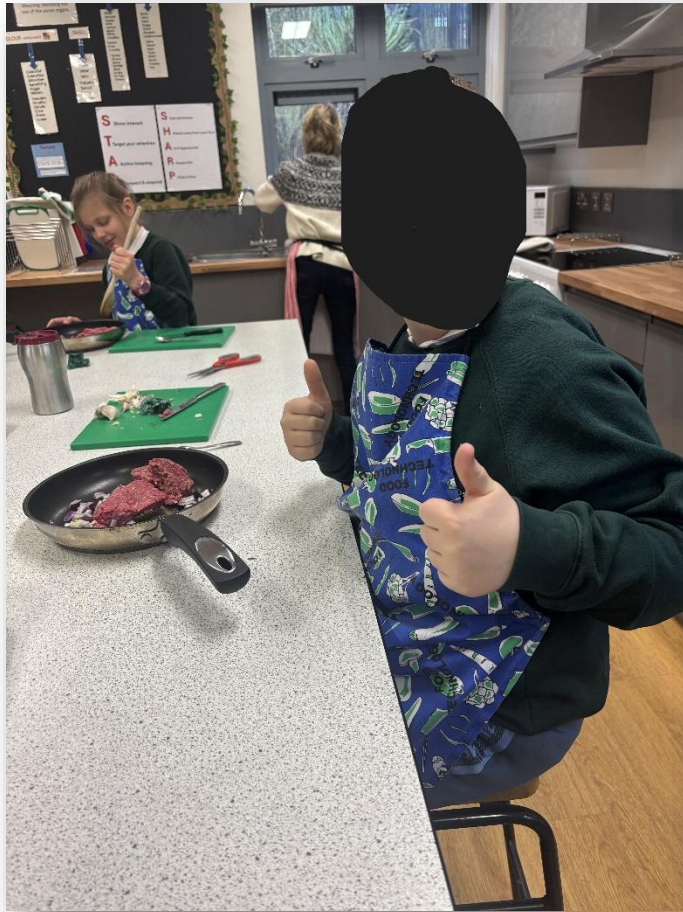




ON worked with Alison to create this amazing picture in Art today - we are so proud of his concentration and resilience today - Leah



Bobby worked really hard today to
produce a beautiful piece of Space
art
- Leah



Acorns 1 made Spaghetti Bolognaise today, from the pictures you can see they learnt about using the 'bridge grip' to safely slice an onion into small pieces, also using the correct coloured preparation board.



They seasoned their bolognaise sauce with fresh garlic and Italian seasoning. They took this home with spaghetti pasta and some grated cheese on top.

- Debbie J

Teamwork makes the dream work



Emilia, Callum and Ollie collaborated
to make this stunning parrot
Brilliant teamwork!



Tyler has been working on his Art with Alison, who has been guiding and inspiring Tyler to explore his artistic potential



Like any skill, art requires practice. Time to draw, paint and work on Art helps learners improve and develop their unique style.



Woodlands Time

- Learners came together from across the year groups to enjoy a game of football together in the gym.



Ofsted Inspector

Average salary (a year): £48,000 (starter) to £77,000 (experienced)

Typical hours (a week): 37 to 47 hrs a week (variable) evenings/away from home

You can apply directly to become an inspector if you've got the relevant qualifications, skills and experience.

You'll need:

- a degree in a subject like education, childcare or social work
- Qualified teacher status (QTS) to inspect schools
- a track record of improving standards and services
- up-to-date knowledge of the job, including recent developments and statutory requirements

You'll also need at least 5 years' experience of leadership in a relevant job like headteacher or senior manager in children's services to become an HMI - His Majesty's Inspector.

Skills and knowledge

You'll need:

- observation and interviewing skills
- the ability to analyse quality or performance
- the ability to make fair judgements and decisions
- leadership and teamworking skills
- to be thorough and pay attention to detail
- analytical thinking skills
- active listening skills
- excellent verbal communication skills
- to be able to use a computer and the main software packages competently

You'll need to:

- meet nationality requirements
- pass enhanced background checks

You'll also find it useful to have a driving licence.

Day-to-day tasks

You'll be employed directly by Ofsted as an HMI - His Majesty's Inspector, or regulatory inspector. You could also work as an Ofsted inspector (OI) on contract to Ofsted. OIs do not carry out the regulatory work or the full role of an HMI.

As an HMI, you'll take lead inspector and team inspector roles. You'll work in one or more of these areas:

- schools
- further education and skills
- children and families services
- early years and childcare

Ofsted also employs regulatory inspectors across early years and children's social care services. They check that people, premises and services are suitable to care for children and vulnerable young people.

In all roles, you'll:

- get organised for inspections by reading briefings
- talk to staff about previous development plans and progress made
- find out the views of other professionals, children and parents
- observe and rate teaching or care provision against national standards
- check the welfare and development of the children
- record what you see and hear
- give information and evidence to team meetings
- produce detailed written reports to tight deadlines
- give feedback to the education or children's service provider

Working environment

You could work from home, at a college or at a school.

You may need to wear smart business clothes.

Career progression

You'll be recruited and trained by Ofsted.

With experience as an HMI - His Majesty's Inspector, you could become a senior HMI or regional director. Regulatory inspectors may also become regulatory inspection managers or HMIs.

You could use your knowledge and experience to move into a senior role within your own area of work.

This Week at Woodlands



Be your best!

Be brave.

Engage positively.

Sensible and safe behaviours at all times.

Take responsibility

- **Acorns 2 had a successful day, getting to know new faces and new routines! – Great positive engagement Acorns 2, Well done!**
- **Jodie has been brilliant during core sessions and is building a lovely piece of descriptive writing. – Fantastic Jodie, Great engagement, Well done!**
- **Shore – shout out for working well and achieving – Superstars!!**
- **TST for being brave and talking to Lydia – Really proud of you!**
- **Great first session for Billy. – Amazing Billy! Lovely to have you with us!**
- **Bobby worked really hard today to produce a beautiful piece of Space art – Looks Amazing Bobby, Great work! Well done!**
- **Olly N worked with Alison to create an amazing picture in Art - we are so proud of his concentration and resilience. – Superstar Olly!**



Headteacher Awards

- **Tyler ST for researching and helping set up the fish tank.**
- **Arran for resilience and patience**
- **Leo for researching and helping set up the fish tank.**
- **Ollie for respect and kindness towards others, researching and helping set up the fish tank.**
- **Emilia for respect and kindness towards others**
- **Corey for massively improved engagement levels this week**

Sending an Email to the Safeguarding Team

safeguarding@wdl.mmat.co.uk

- If you have any worries Parents/Carers or Students, please email the above address.
- Students, you can use your school accounts or personal email addresses.

Why not follow us on Facebook

<https://www.facebook.com/WoodlandsShropshire/>

Or

Take a look at our website!

www.woodlands.school

Or

**Join the conversation - We love hearing from you!
Share your thoughts, questions, and suggestions
with us.**

rachel.bates@wdl.mmat.co.uk

What Parents & Educators Need to Know about HEALTH & FITNESS APPS

WHAT ARE THE RISKS?

Physical wellbeing apps are useful tools for monitoring and improving our health. They allow us to balance nutrition, set goals, track our activities and sleep patterns, and motivate us to exercise. Nonetheless, there have been some reported drawbacks; this guide outlines some of these concerns and explains how to use fitness apps safely.

LACK OF PERSONALISATION

Many apps take a one-size-fits-all approach, failing to account for the varying ages and abilities of children: a 16-year-old, for example, will have different physical needs to a child of 10. This can create unrealistic expectations and set exercises which may be too advanced for younger children or too simple for older ones.

NOT DEVELOPED BY EXPERTS

Some fitness and wellbeing apps are developed by experts in the field – but a concerning number of them aren't. As such, these platforms may contain inaccurate information. They may present safety concerns by giving incorrect advice regarding physical activities or might include age-inappropriate content which would clearly cause more harm than good.

REDUCED INTERACTION WITH OTHERS

Physical wellbeing apps can remove the social and interactive elements which physical exercise can offer – for instance, meeting people at fitness classes, at the gym or during any other such activities. Research has found that young people generally dislike this aspect of fitness apps, suggesting that they would rather exercise in the company of friends or other like-minded individuals.

DATA AND PRIVACY CONCERNS

Fitness and wellbeing apps tend to collect a lot of personal information from their users, including name, location, date of birth, details of their physical health and more. It's worth keeping in mind that some of these apps may sell this data to third parties. We'd advise that any apps young people download should have the correct legislation in place to protect their safety and privacy while using the service.

ADDITIONAL COSTS

While many fitness apps are free to download, the initial content is quite basic. Users will only receive more helpful content (such as new workouts, nutrition advice or a personalised plan) by signing up to a subscription or paying for extra features. This can incentivise users to spend money on the service – a cost which can quickly mount up.

DEPENDENCY ON THE APP

While physical wellbeing apps can help motivate young users to manage their fitness, there's a possibility that – without being sent frequent rewards and reminders – children could start to lose their natural drive to be active. Young people may also become obsessed with tracking their exercise, health and eating habits: this can have negative effects on their mental and emotional wellbeing.

Advice for Parents & Educators

EXERCISE AND SOCIALISE

Highlight the importance of children enjoying fitness activities with family and friends, rather than always exercising alone. Emphasise the fun they can have by interacting with others rather than solely relying on an app to maintain their regime. Remind them of the importance of staying active, as well as the benefits of doing so with company.

PROMOTE POSITIVE BODY IMAGE

While we want children to be active and healthy, we must also ensure they don't become fixated on how they look and begin take things too far. During childhood and adolescence, the body is still growing and changing. It's vitally important for young people's wellbeing that we promote a positive body image and a healthy relationship with food, empowering them to make informed decisions about their diet and lifestyle.

REVIEW THE APP FIRST

Before allowing someone under 18 to install a fitness and wellbeing app, check its age rating, read its reviews and scroll through its data policy, to ensure its suitability for younger users. You could also try it yourself, to see if it's appropriate for the child's particular needs and decide if you're comfortable with them using it. Ensure that any privacy-compromising features – such as location tracking – are disabled.

USE PARENTAL CONTROLS

As with all apps, it's important for parents to familiarise themselves with any controls on the app and to use these on a child's account. The specific settings vary between platforms but – most commonly – these will relate to screen-time limits, disabling or capping in-app purchases, and managing social aspects or features which aren't age appropriate. By utilising these controls, you can help to ensure a child is getting a safe experience.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/wellbeing-fitness-apps>



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